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17. ABSTRACT (MAX. 250 WORDS)

Summer schools of New York counties served migrant children ranging from five to fourteen years of age. The budget for these schools was allocated by the state; the amount of the school center budgets varied with their size, program, and specific needs. A typical budget guide for a two class center was given. Four centers operated state-sponsored child care units which allowed the older children to attend school while the younger ones were being cared for at the units.

The centers operated for six weeks; the dates coincided with the arrival and departure of the migrant families. The programs of the schools stressed reading, writing, spelling, and arithmetic. Emphasis was placed on good health habits. The nurse gave assistance to all children and arranged inoculations. The growing concerns of education for migrant children were listed. These included: the adjustment of the program to meet the educational needs of migrant children; the development of teaching materials, real experiences, and school activities to strengthen the program; and the development of liaison with growers, crew leaders, parents, and interested local, state, and national agencies aimed at furthering the best interests of the migrant pupils.

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The University of the State of New York
The State Education Department
Division of Elementary Education
Bureau of Elementary School Supervision
Albany, New York 12224

Report of the 1963 Summer School Program

For

Children of Migrant Parents

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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January 1964

THE CENTER FOR CULTURAL STUDIES
Adams State College of Colorado
Alamosa

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January 1964

This report of the 1963 Summer School Program for Children of Migrant Parents outlines the eighth consecutive year of New York State's growing concern for the needs of these neglected young people. It was prepared by the Bureau of Elementary School Supervision which is responsible for the administration of the project.

The report will be of particular interest to those areas of the state which have migrant children during the summer or regular school year. It should be of general interest to all who are concerned in developing the potential of each individual. Neither the state nor the nation can afford to add illiterate, unskilled youngsters to its pool of unemployables by neglecting to improve educational opportunities for migrant children.

Walter Crewson

WALTER CREWSON

Report of the Summer School Program
for
Children of Migrant Parents
1963

During July and August of 1963 the New York State Education Department sponsored its eighth consecutive series of summer schools for the children of migrant parents. These schools chiefly served children from five to fourteen years of age at the following centers:

School	County	No. of Classes	Registration***
*Clinton	Oneida	3	42
Hannibal	Oswego	1	12
Marlboro	Ulster	2	29
North Rose	Wayne	3	51
*Sherburne	Chenango	2	36
Sherrill	Oneida	2	54
*Sherwood	Cayuga	3	27
Warwick	Orange	2	32
*Westmoreland	Oneida	3	42
**West Winfield	Herkimer	2	30

*Indicates centers in which a child care unit was also operated.
**Child care unit was operated in building not housing the migrant school.
***Highest registration during any one week.

Attendance was surprisingly good for this type of school which is so often adversely affected by fluctuations in weather, crop conditions, lack of communications, and other vagaries of nomadic life so characteristic of migrant existence. It is gratifying to note that at least 75 children had perfect attendance.

Comparative enrolments at these schools for the past six years show:

1958 - 98 pupils
1959 - 135 "
1960 - 277 "
1961 - 350 "
1962 - 371 "
1963 - 355 "

The same 10 schools were operated in 1963 as were in operation in 1962. An eleventh center planned for Germantown did not materialize due to weather affecting the cherry crop there. Under the existing plan, all allowable expenses for these migrant schools are paid by the State. The total State cost for the 1963 program was $45,434.70. The proposed Germantown Center would have used up the full amount of $50,000 allotted in the budget.

The plan of locating a State-sponsored child care unit at the migrant school was continued in the same four centers as in the previous year. This plan does have some advantages. Financial benefits are possible by sharing transportation, the cook's services, and the services of a recreation leader. Some adjustments have to be made. Since the child care centers must start functioning early in the day to permit the parents to get to the fields, transportation and class schedules must be adjusted. On the other hand, the child care center obviates the need for school age children to remain at home as baby sitters; they are thus free to attend school.

The proposed budgets for the various school centers varied with their size, program, and specific needs involved. The present state aid for this activity permits allowable expenditures up to $3,000 for the first class of ten or more and $2,000 for each additional class of ten or more pupils. The following budget for a <u>two</u> class center is fairly typical and should prove helpful as a guide to any school district planning a migrant school:

<u>Budget</u>

Summer School for Migrant Children (two classes)

Local supervision (including attendance and public relations)	$ 400.00
Classroom teachers - 2 @ $750.	1500.00
*Assistant teacher or aide	300.00
Music and art teachers (part-time) 2 @ $120.	240.00
Physician	100.00
Nurse	300.00
Cafeteria help	300.00
Custodian	150.00
Total Personnel Services	$3290.00
Social Security and Retirement	600.00
Transportation (including driver)	400.00
Food	250.00
Instructional supplies (books, paper, art, craft, films, tests, etc.)	200.00
School services and utilities	90.00
	$4830.00

*Helpful when classes regularly exceed 15 or more.

The above budget should not include costs or salaries which the sponsoring school district would normally meet during the summer if no migrant school was operated. Emphasis should be placed in seeking the very best classroom teachers, especially those strong in reading. In some situations a very good classroom teacher might be available who could teach her own art or music. This would free funds to meet the higher salary of such a teacher.

The majority of the centers operated a six-weeks term, the dates of which varied to coincide with the arrival and departure of the migrant families. In spite of very careful planning, the numerous unpredictable factors involving migrant movements tend to affect the program. Often a disappointingly meagre enrolment the first week tended to burgeon just as the final week arrived. This tends to distort the daily cost per pupil.

The basic skills in language arts (reading, oral and written English, and spelling) and arithmetic were stressed. In addition, the program included art, crafts, music, recreation, and health. Good citizenship and cooperation were stressed. Assemblies, trips, swimming, and other activities were used to strengthen the program. Considerable use was made of various means to acquaint the parents and public with the program. Most of the schools held an evening open house.

Continued emphasis was placed on the health program by teaching proper diet, cleanliness, care of teeth, medical examination and follow-up. The rest periods, snacks, and lunches were positive factors in an effectual health program. The nurse rendered invaluable aid through follow-up work, arranging innoculations, and in obtaining the cooperation of local health, social, and welfare agencies.

The following daily schedule is fairly descriptive of a typical day:

Morning Session	Activity
8:00 -	Bus starts morning run
9:00 - 9:30	Opening exercises, snack, story time
9:30 -10:30	Language arts, group and individual
10:30 -11:00	Organized play - outdoors or in gym
11:00 -11:45	Arithmetic
11:45 -12:15	Lunch
Afternoon Session	
12:15 - 1:00	Supervised play
1:00 - 1:45	Social Studies and science (alternately)
1:45 - 2:00	Recess
2:00 - 2:30	Art and music (alternately)
2:40	Bus departure

In some centers the school children joined the child care recreation program until it was time for all children to be returned to camp.

As in other years, the summer schools for migrants tended to reveal the wide age span in the specific grade enrolments. The extra help given in the summer migrant schools could help reduce this range provided that more adequate transfer records are used. A proper grade placement should result in better pupil

progress. The summer school teachers are in a position to insure more adequate placement for the migrant pupils who may remain in the district during the early fall months and are required to attend regular school sessions while there.

The need for reducing the age span is clearly shown in the 1963-64 annual census of migrant pupils enrolled in the public schools of the State submitted by October 25. This shows age spans as follows:

Grade	Age Span
Kg.	4 years
1	5 "
2	6 "
3	6 "
4	6 "
5	7 "
6	7 "

More specifically, the 198 migrant pupils reported in the State's sixth grades showed:

28 ten year olds
73 eleven year olds
51 twelve year olds
31 thirteen year olds
12 fourteen year olds
2 fifteen year olds
1 sixteen year old

Looking Ahead

During the fall months efforts have been made to better acquaint the public relative to the needs of migrant pupils in the State. These included a radio talk over WGY, an exhibit at the State conference of elementary principals at Syracuse, visits to areas having a heavy migrant population and correspondence with interested schools and community groups. As a result, it seems quite certain that at least 15 migrant schools can be set up for the summer of 1964. These new centers would include areas in Erie, Columbia, Steuben, Madison, and Genesee Counties - counties which at present have no such schools. The above census shows over 1500 migrant pupils aged 6-13 attending public schools. These could be helped in the summer.

Our Continuing Concerns

1. Adjustment of our program to meet the increasingly poignant educational needs of migrant children.

2. Scheduling the summer school term to more efficiently coincide with the arrival of the major portion of the migrants.

3. Development of teaching materials, real experiences and school activities which will effectively strengthen the program.

4. Determining the individual needs of the pupils as early as possible, meeting these needs and relaying the results to the pupil's new school on transfer.

5. Work for more efficient cooperation in centers housing both child care centers and migrant schools.

6. Familiarization with the provisions of national legislative programs for improving the conditions of migrants such as the recently passed Migrant Health Act.

7. More effective liaison with growers, crew leaders, parents, and interested local, state, and national agencies aimed at furthering the best interests of the migrant pupils.

Conclusion

The indicated interest of the districts currently operating migrant schools, the newly discovered concentration of migrants in the State, and the general public interest in this problem would seem to predict a possibility of 15 to 16 migrant schools for 1964. This would require a budget of approximately $80,000.

Werner H. Ruef
Supervisor of Elementary Education

Walter A. LeBaron, Chief
Bureau of Elementary School Supervision

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